Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_ Teacher \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Second Grade Module 6: Mid Module Assessment Task Score Sheet**

A Progression of Learning

A Progression of Learning is provided to describe steps that illuminate the gradually increasing understandings that students develop *on their way to proficiency.* In this chart, this progress is presented from left to right.  The learning goal for each student is to move to the last step, “Evidence of solid reasoning with a correct answer”.  These steps are meant to help teachers and students identify and celebrate what the student CAN do now, and what they need to work on next.

| Score Key: A Progression of Learning | | | |
| --- | --- | --- | --- |
| Little or no evidence of reasoning with an incorrect answer.  (1 Point) | Evidence of some reasoning with an incorrect answer.  (2 Points) | Evidence of some reasoning with a correct answer or evidence of solid reasoning with an incorrect answer.  (3 Points) | Evidence of solid reasoning with a correct answer.  (4 Points) |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Module 6: Mid Module Assessment** | | | | | | |
|  | **Domain** | | | | **Standard** | | |
| Question | Operations and Algebraic Thinking | | | | 2.OA.4 | | |
| 1 | 1 2 3 4 | | | | X | | |
| 2 | 1 2 3 4 | | | | X | | |
| 3 | 1 2 3 | | | | X | | |
| 4 | 1 2 3 4 | | | | X | | |
|  | |  | |  |  |  |  | |
| Domain  Score | Operations and Algebraic Thinking | | | |  |  |  | |
| Total Points |  | | | |  |  |  | |
| Level | 4 | | 14-15 points | |  |  |  | |
| 3 | | 10-13 points | |  |  |  | |
| 2 | | 6-9 points | |  |  |  | |
| 1 | | 4-5 points | |  |  |  | |

Note: For more information about standards assessed in this module, see back of this score sheet.

Notes:

**Second Grade Module 6: Mid Module Assessment Task Score Sheet (continued)**

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| Mid-Module Assessment Task (Topics A–B)  Cluster and Standard Addressed |
| Work with equal groups of objects to gain foundations for multiplication.  **2.OA.4** Use addition to find the total number of objects arranged in rectangular arrays with up to 5 rows and up to 5 columns; write an equation to express the total as a sum of equal addends. |